

Dissecting Standards to Build Instruction

Grade/Course: _____

School: _____

Standard:

Student Friendly Language:

What are the prerequisite skills?

What vocabulary is required for knowledge and understanding? (Include specific examples- content and academic)

What measure(s) will you use to know that students mastered this standard? (How are you informed of student progress on a daily basis? How is this knowledge/skill/concept assessed on state/district assessments?)

What are student roadblocks to achieving mastery of this standard? (misconceptions, common errors, stumbling blocks, etc.)

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What are the layers of instruction that are required to get students to mastery?

Instruction for complete
mastery

Instruction for current knowledge

Plans for differentiated instruction

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Standard:

8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved

Student Friendly Language:

Assess how the author uses plot features, like setting and climax, and how the conflict resolution impacts the story and its characters.

What are the prerequisite skills?

Understanding plot line and its components

Identifying types of conflict-
internal/external/man vs. nature

Comparing/contrasting elements of plot,
climax, and characterization

What vocabulary is required for knowledge and understanding? (Include specific examples- content and academic)

Content

Conflict- internal/external, man vs. nature, man vs. man, man vs. society

Plot

Setting

Climax

Point of View

Theme

Mood

Author's Purpose

Characterization

Academic

Evaluate

Structural

Resolution

Complication

What measure(s) will you use to know that students mastered this standard? (How are you informed of student progress on a daily basis? How is this knowledge/skill/concept assessed on state/district assessments?)

Group identification of plot line- graphic organizers and charts comparing different structures and outcomes of multiple genres

Essay that evaluates structural elements and conflict resolution- opened ended questions after each reading selection

(Sample questions for the purpose of assessing item validity- are these effective or not?)

1. What is the central conflict in "The Most Dangerous Game?"
2. Describe the climax of "The Most Dangerous Game?" and how the characters are affected by that climax?
3. Fill in the plot line of "The Most Dangerous Game."
4. Complete the graphic organizer for each reading selection:

Type of conflict	Description of conflict	Effect on main character

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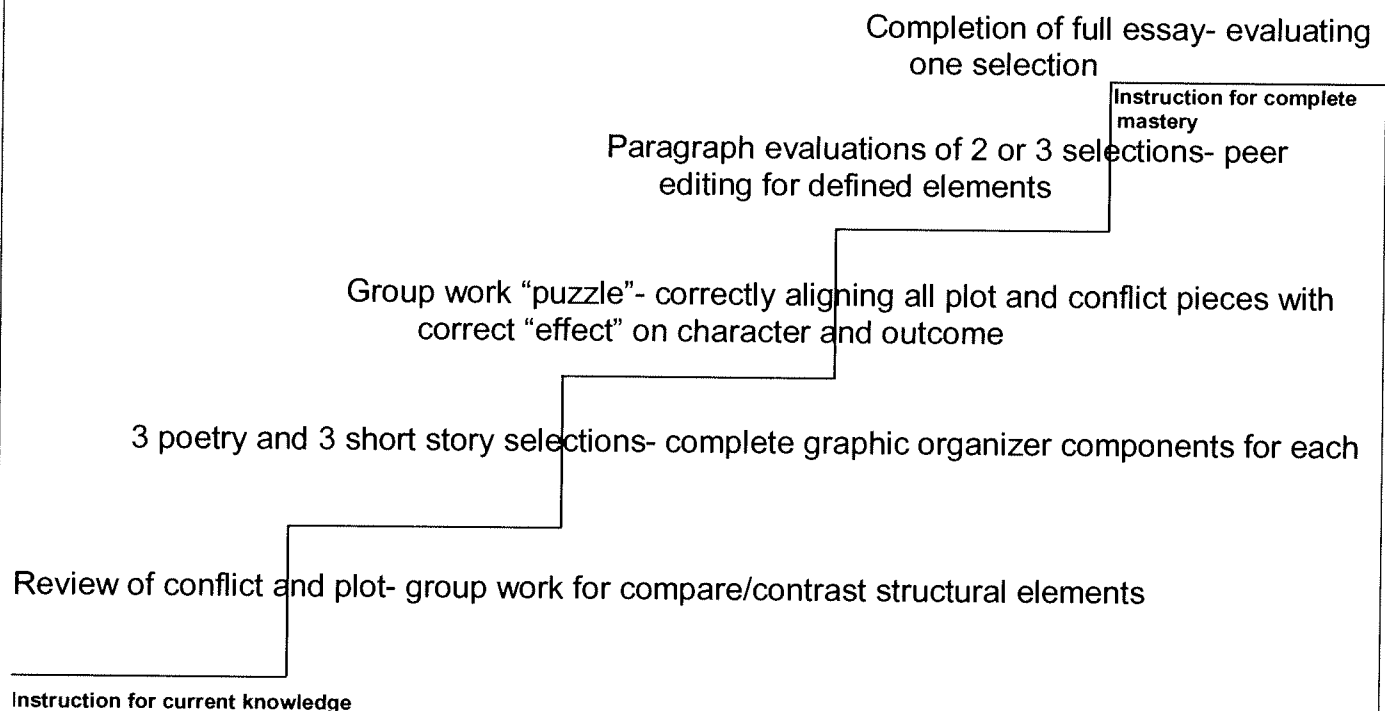
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What are student roadblocks to achieving mastery of this standard? (misconceptions, common errors, stumbling blocks, etc.)

Students can't move beyond identification of the structural elements of a story or conflict- they can tell you what happened in "The Most Dangerous Game," but not evaluate how conflicts were resolved or the effect on a character

Students don't understand the connection between events of a story and why an author created certain outcomes

What are the layers of instruction that are required to get students to mastery?



Plans for differentiated instruction

Alterations in graphic organizers- work up to "effects" of conflict after other components are mastered

Compare/contrast different selections- identifying elements of plot and conflict, rather than author's purpose

Essay components only move to the higher level after the structural elements are in place